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AUTHOR King, Michael; Van Ryn, Mary
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ABSTRACT

A study of student teacher evaluation forms was conducted in the hope that publication of the results would allow teacher preparation institutions in New York State to measure their own progress toward implementation of a competency-based teacher education program. Eighty-nine evaluation forms from approved programs in education were analyzed to determine the emphasis placed on various portions of student teaching and the assessment standards employed in making judgments about the performance of student teachers. The results of the study indicate that a) student teaching forms in use in many New York State-approved teacher education programs consist largely of judgments made on the basis of either subjective requirements or subjective criteria; b) evaluation of student teachers emphasizes portions of professional education for which formal instruction is seldom provided; and c) there is presently a marked contrast between the forms in use for evaluation of student teaching and the contents and processes of teacher preparation courses now being offered at a majority of teacher preparation institutions in New York State. (HMD)

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A REPORT ON THE ANALYSIS OF STUDENT TEACHER EVALUATION FORMS USED IN NEW YORK STATE

A study conducted by:
Robert C. Burkhart
and Associates
with consultation from:
Mike Van Ryn

Sponsored by:
The Division of Teacher Education and Certification
New York State Education Department

Report prepared by:
Michael King
Mary Van Ryn

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OVERVIEW

The results of a study completed by Dr. Robert C. Burkhart, President of Educational Assessment Systems Corporation, and supported by the New York State Education Department indicate that student teaching evaluation forms in use in many New York State Institutions of Higher Education with approved programs in education consist largely of judgements made on the basis of either subjective requirements or subjective criteria. The results also imply that the evaluation of student teachers emphasizes portions of professional education for which formal instruction is seldom provided.

By supporting this study, the Division of Teacher Education and Certification of the SED was attempting to gauge the present state of the evaluation of student teachers in approved programs in education. It was felt that publication of the results of the study would allow teacher preparation institutions to measure their own progress toward the implementation of a competency-based teacher education program.

Conclusions drawn from the results of the Burkhart study indicated a significant contrast between a majority of the student teaching evaluation forms now in use and the assumptions and principles outlined in "The Educational Rights of Students," a statement prepared by Burkhart and Mike Van Ryn, Chief of the Bureau of Inservice Education, Division of Teacher Education and Certification, NYSED (see Appendix A).

To conduct this study, data was gathered from the student teacher evaluation forms used in 89 New York State institutions of higher education with approved programs in education. The data was analyzed to determine the emphasis placed upon various portions of student teaching and the assessment standards employed in making judgements about the performance of the student teachers. A result of the analysis, a "Representative College Student Teacher Evaluation Form" (see Appendix B), a prototype of the forms now in use, was constructed and was, itself, analyzed.

THE STUDY

The 89 collected forms were analyzed to determine the total number of discrete evaluations required by all forms. A total of 3,191 discrete items were identified and 3,015 were coded according to the Educational Assessment Systems Corporation Analysis System. 176 items were discarded because they were too general to be classified.

The EASC Analysis System is a description in list form of the functions required of a student teacher (see Appendix C). For the purposes of this study the instrument was presumed to be exhaustive. The Analysis System consists of three major Areas: The Teacher-Learner Pre-Instructional Functions Area, the Teacher-Learner Instructional Functions Area, and the Teacher-Learner Professional Profile Area. The Areas are divided into categories as follows:

Pre-Instructional Functions Area - four categories, Instructional Functions Area - four categories, and the Professional Profile Area - two categories. The ten Categories are further divided into a total of 57 Sub-categories. Each Sub-category has its own distinctive number. The distinct number of the Sub-category was the number used to code the discrete evaluation items discovered in the 89 evaluation forms.

The decisions regarding classification were made by individuals who had received an orientation in the use of the Analysis System. Each item was rated separately by more than one judge and the inter-rater reliability factor was found to exceed .90.

To construct the "Representative College Student Teacher Evaluation Form" (REF) it was necessary to complete two independent analyses of 3,015 items. As a group, the items, coded according to the Sub-categories in the Analysis System, were tabulated to determine their frequency of use in the 89 forms. While one of the Sub-categories, 23, was not mentioned, the remaining 56 Sub-categories showed a frequency ranging from 1 to 500 times on the 89 forms.

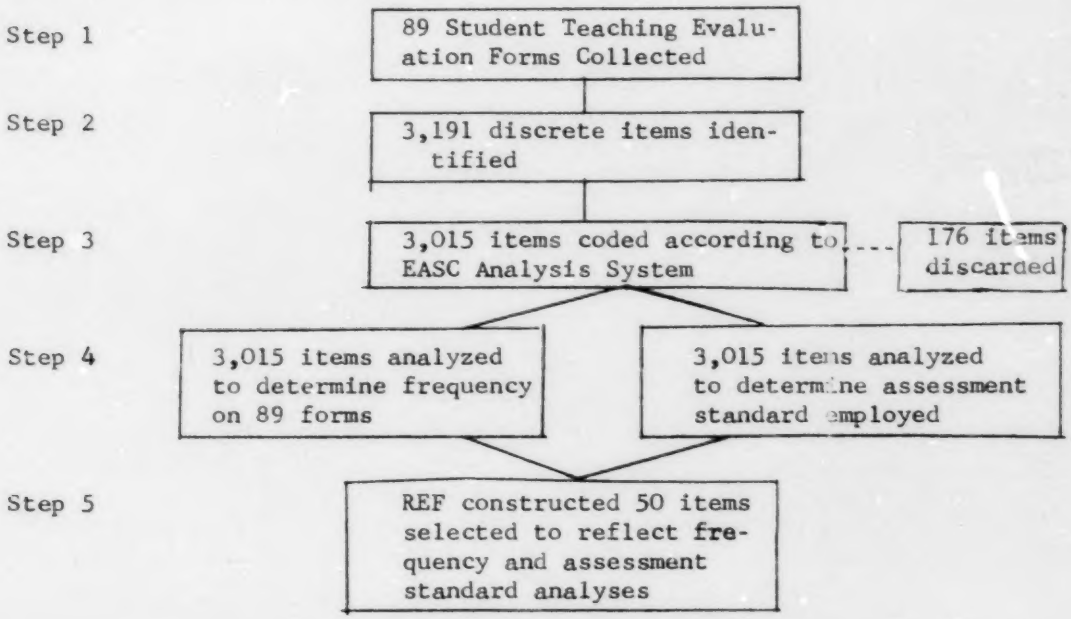
In the second analyses, each of the 3,015 items was examined to determine the assessment standard employed. The following is a list of the standards found to have been used, the code identification, an explanation and example of each, and the per cent of the total number of items represented by each standard:

Standard	Code	Explanation/Example	Per Cent
Category	C	The name of an area in which an assessment is to be made./ "Questioning"	14%
Definition	D	The name of an area in which an assessment is to be made an mention of the distinguishing characteristics of the area./ "Subject matter comprehension: the understanding of concepts through teaching."	1%
Subjective Requirement	SR	A statement that requires a subjective judgement about achievement./ "Effective use of blackboard."	72%
Subjective Criteria	SC	A statement that requires a judgement about a level of achievement. (Scale required)/ "Acceptance of constructive criticism."	7%
Performance Requirement	PR	A statement that requires rating based on behavioral occurances./ "Accurate reports handed in on time."	6%

Based on the two analyses, 50 actual evaluation items were selected to comprise the REF. All Sub-categories that had appeared at least once on more than 50% of the 89 forms were represented according to their relative frequency. The 50 REF items also reflected the percentages determined by the second analysis. For example, one assessment standard, "subjective requirement," was found to have been employed in 72% of all evaluations; therefore, 72% of the REF items employed a subjective requirement as an assessment standard.

Figure 1, below, is presented to graphically represent the processes involved in the study, as described above, from the collection of the student teaching evaluation forms to the construction of the REF.

FIGURE 1


Step 1
89 Student Teaching Evaluation Forms Collected
Step 2
3,191 discrete items identified
Step 3
3,015 items coded according to EASC Analysis System
176 items discarded
Step 4
3,015 items analyzed to determine frequency on 89 forms
3,015 items analyzed to determine assessment standard employed
Step 5
REF constructed 50 items selected to reflect frequency and assessment standard analyses

The following charts highlight the primary findings of the Burkhart study. Chart I -- Emphasis on Areas of Assessments in REF Determined by Frequency of Item Occurance -- presents information about the emphasis placed on various protions of the REF. The number of evaluations per Sub-category and Category and the percent of the whole represented by these figures by Category and Area are presented. Chart II -- Emphasis on "Subjective Requirement" and "Subjective Criteria" Assessment Standards in REF Determined by Frequency of Use -- presents the number of evaluations in one Category that employed either a "subjective requirement" or "subjective criteria." The percent of evaluations in one Area that employ either a subjective requirement or subjective criteria have also been calculated.

CHART I

EMPHASIS ON AREAS OF ASSESSMENTS IN REF
DETERMINED BY FREQUENCY OF ITEM OCCURANCE

EASC Analysis System Categories	EASC Analysis System Sub-Category Code Numbers	Number of Evaluation Items Per Sub-Category	Number of Evaluation Items Per Category	Percent of Total Evaluation Items Per Category	Percent of Total Evaluation Items Per Area	EASC Analysis System Areas
Pre-Assessment of Pupil Skill And Techniques by Teacher Learner	1-2	1	1	2%	10%	Teacher Learner Pre-Instructional Functions
Planning Instruction Objectives And Strategies	2-1	1	1	2%		
Setting Up Procedural Routines For Instruction	3-1 3-2	2 1	3	6%		
Maintenance of A Positive Learning Environment	5-1 5-2 5-3 5-4	1 2 1 1	5	10%	46%	Teacher Learner Instructional Functions
Conducting Learning Experiences	6-1 6-3 6-4	4 1 3	8	16%		
Knowledge of Content Area And Procedural Skills Used During Instruction	7-3 7-4	5 4	9	18%		
Assessment Feedback-Remedial Help	8-2	1	1	2%		
Assessment of Continuing Professional Development	9-3	1	1	2%	44%	Teacher-Learner Professional Profile
Professional Characteristics And Interests of A Teacher	10-1 10-2 10-3	6 5 10	21	42%		
TOTAL	18	50	50	100%	100%	

CHART II

EMPHASIS ON "SUBJECTIVE REQUIREMENT" AND "SUBJECTIVE CRITERIA" ASSESSMENT STANDARDS IN REF DETERMINED BY FREQUENCY OF USE

EASC Analysis System Categories	EASC Analysis System Sub-Category Code Numbers	Number of Evaluation Items Per Sub-Category	Number of Evaluation Items Per Category	Number of Evaluation Items Using Assessment Standards SR and SC Per Category	Percent of Evaluation Items Using Assessment Standards SR and SC Per Category	Percent of Evaluation Items Using Assessment Standards SR and SC Per Area	EASC Analysis System Areas
Pre-Assessment of Pupil Skill And Techniques by Teacher Learner	1-2	1	1	1	100%		Teacher-Learner Pre-Instructional Functions
Planning Instruction Objectives And Strategies	2-1	1	1	1	100%	60%	
Setting Up Procedural Routines For Instruction	3-1 3-2	2 1	3	1	33%		
Maintenance of A Positive Learning Environment	5-1 5-2 5-3 5-4	1 2 1 1	5	3	60%		Teacher Learner Instructional Functions
Conducting Learning Experiences	6-1 6-3 6-4	4 1 3	8	5	62.5%	60.9%	
Knowledge of Content Area And Procedural Skills Used During Instruction	7-3 7-4	5 4	9	5	56.5%		
Assessment Feedback-Remedial Help	8-2	1	1	1	100%		
Assessment of Continuing Professional Development	9-3	1	1	1	100%		Teacher-Learner Professional Profile
Professional Characteristics And Interests of A Teacher	10-1 10-2 10-3	6 5 10	21	21	100%	100%	
TOTAL	18	50	50	39			

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Although the major conclusions are largely self-evident, the most important results should be mentioned and briefly discussed because of their implications.

Chart I illustrates two major findings: 1) little emphasis is placed on the pre-instructional functions of most student teachers and 2) considerable emphasis placed on the professional characteristics of the student teacher. While an almost equal amount of weight is given to the Instructional Functions Area and the Professional Profile Area, this is so only because one of the Categories in the Professional Profile Area, Category 10, "Professional characteristics and interests of a teacher," constitutes 42% of all the evaluations. That is, while the evaluations for the other Areas are distributed throughout the Categories constituting the Area, the evaluations in the professional profile area are almost wholly located within one Category. Furthermore, the number of evaluations in one Sub-category, 10-3, is greater than the number of evaluations in any other single Category. It is also of interest to note that there are no evaluations from Category 4, "Occupational responsibilities."

Chart II demonstrates that the bulk of evaluations employ either "subjective requirements" or "subjective criteria" as assessment standards. There is only one Category, 3, "Setting up Procedural Routines For Instruction," in which less than 50% of the evaluations do not employ subjective assessment standards. All the evaluations, or 100% in the Professional Profile Area employ subjective standards.

When the information presented on Charts I and II is compared, the conclusions are significant. All evaluations in the Professional Profile Area, which constitute 44% of the evaluations employ subjective assessment standards. The one Category that does not use subjective assessment standards for more than one-half of its evaluations constitutes only 6% of all the evaluations made. While the conclusions are obvious, their prominence should not belittle their importance. Most student teachers are being evaluated by predominantly subjective assessment standards in all areas. Furthermore, the largest single area of evaluation, which relates to professional characteristics, is wholly evaluated by subjective standards. It is not, therefore, extreme to conclude that most of the student teacher evaluation forms used in New York State institutions of higher education with approved programs in education are not framed to insure the application of consistent criteria; the making of fair judgements; or the accurate reflection of the educational programs of the institution*.

As teacher education practices in New York State become competency-based, it will be important to assure that the evaluation of students be consistent with instruction and based upon explicit, publicly-stated standards. It is hoped that this summary of the Burkhart study will be helpful to the institutions of higher education in New York State as they assess their efforts in converting to competency-based education programs.

* A cursory review of the education courses offered by 46 institutions of higher education in New York State that offer approved programs in education located no courses wholly devoted to "Educational Professionalism" and only infrequent mention of that or related topics in course descriptions.

APPENDIX A

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Teacher Education and Certification
99 Washington Avenue
Albany, New York 12210

THE EDUCATIONAL RIGHTS OF STUDENTS ENROLLED IN TEACHER EDUCATION PROGRAMS

The educational rights cited below should be viewed within the context of a democratic society that guarantees all citizens certain human and civil rights. Moreover, they should be considered as congruent with those rights held by faculty and institutions and consistent with the principle of public disclosure.

The educational rights of students rest on the following assumptions:

1) that achievement evaluation is only justifiable in areas where instruction has been provided;

2) that, when instruction is provided, evaluation is essential;

3) that an instructional system, if it is to be responsible, must concern itself with the explicit basis for instruction, provide feedback, and publicly disclose the requirements to be met; and,

4) that evaluation should be consistent with instruction and be congruent with the explicit diagnosis of students as indicated by their profiles as learners.

Therefore, in a teacher education program, the student has the right to expect the following:

1) an instructional program that will help him acquire a level of competency which enables him to assume instructional responsibilities in a classroom;

2) that the instructional program is a direct outgrowth of identified competencies;

3) that the competencies he is to attain are explicately and publicly stated;

4) that continuous feedback about his progress will be provided;

5) that there will be sufficient opportunity to make progress while involved in the program;

6) that the assessment procedure will have publicly stated conditions of performance and designated levels of mastery;

7) that the assessment procedure will include a pre-assessment which will allow him to demonstrate his level of performance prior to his involvement (enrollment) in any component of the instructional program;

8) that a record of performance will be continuously available to him in a profile form; and,

9) that the standards of achievement to receive recommendations for certification are established based on the preceding criteria.

APPENDIX B

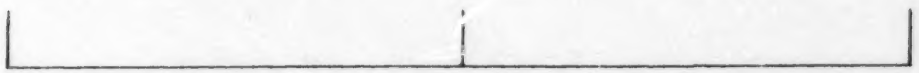
REPRESENTATIVE STUDENT TEACHER EVALUATION FORM

ASSESSMENT STANDARDS CODE

C- Category
D- Definition
SR-Subjective Requirement
SC-Subjective Criteria
PR-Performance Requirement

1. PRE-ASSESSMENT OF PUPIL SKILL AND TECHNIQUES BY TEACHER-LEARNER
   -2. Individualization of learning strategies according to pupil needs
   Items: Provision for meeting individual differences (SR)

2. PLANNING INSTRUCTIONAL OBJECTIVES AND STRATEGIES
   -1. Lesson design, unit design
   Items: The student teacher develops lessons with consideration for pupil pace (SC)



Pacing, variety of technique, use of unexpected material	Alters pace of teaching to meet pupil needs	Not aware of student response to lesson

3. SETTING UP PROCEDURAL ROUTINES FOR INSTRUCTION
   -1. Selecting and organizing procedures, equipment, and facilities
   Items: Selection, use, and care of room, equipment, and materials (SR)
   Regulates physical conditions of the room; lights, head ventilation (PR)

   -2. Routine duties
   Items: Accurate reports handed in on time (PR)

5. MAINTENANCE OF A POSITIVE LEARNING ENVIRONMENT
   -1. Classroom control-direction and procedure
   Items: Classroom direction and procedure (C)
   -2. Disciplining disruptive pupils
   Items: Adequate classroom control (SR)
   Just and effective in handling disruptive students (SR)
   -3. Positive learning approach
   Items: Pupil praise (C)
   -4. Pupil participation in learning activity
   Items: Ability to involve all pupils activity (SR)

6. CONDUCTING LEARNING EXPERIENCES
   -1. Motivation and presentation
   Items: Motivational devices (C)
   Dramatic motivations (SR)
   Imaginative motivations (SR)
   Introduction and stimulation of activity (SR)

   -3. Questioning and answering skills
   Items: Questioning (C)
   -4. Instructional materials, techniques, visual aids, audio-visual skills
   Items: Use of two visual aids in teaching a lesson (PR)
   Effective use of blackboard (SR)
   Sufficient use of audio-visual equipment (SR)

7. KNOWLEDGE OF CONTENT AREA, PROCEDURAL SKILLS USED DURING INSTRUCTION
   -3. Communication techniques
   Items: Voice and speech (C)
   Student teacher vocabulary (C)
   Speaks distinctly with expression and quality (SR)
   Pleasant, well modulated voice pattern (SR)
   Command of English language, good vocabulary (SR)
   -4. Utilization, comprehension of principles in content area, basic concepts
   Items: Subject matter comprehension: the understanding of concepts through teaching (D)
   Principles in subject matter (C)
   Knowledge of subject (SR)
   Student teacher knowledge of subject matter to be introduced (SC)



Resourceful imaginative use of pupil background to develop content	Works into teacher guide selectively adds own materials	Non selective, not usually prepared

8. ASSESSMENT-FEEDBACK-REMEDIAL HELP
   -2. Individual and group evaluation of pupils
   Items: Effective use of evaluative devices (SR)

9. ASSESSMENT OF CONTINUING PROFESSIONAL DEVELOPMENT
   -3. Openness to critical comments by others
   Items: Acceptance of constructive criticism (SC)



Seeks suggestions always willing to accept suggestions	Takes suggestions to a limited degree	Fails to follow suggestions

10. PROFESSIONAL CHARACTERISTICS, INTERESTS OF A TEACHER

-1. Role awareness and ethics

Items: Dedication to teaching (SR)
Initiative (SR)
Professional ethics in evidence (SR)
Judgement and tact (SR)
Dependability, prompt (SR)

-2. Personal and professional characteristics

Items: Poise, self-confidence (SR)
Pleasing appearance (SR)
Intellectual curiosity (SR)
Good health, vitality (SR)
Good posture (SR)

-3. Affective capacities-enthusiasm, desire, sympathy

Items: Openmindedness (SR)
Pupil-teacher relations are healthy (SR)
Emotional stability (SR)
Warmth of personality (SR)
Sensitivity, rapport (SR)
Sense of humor (SR)
Patience, Self control (SR)
Sociability, friendliness (SR)
Spontaneity, enthusiasm (SR)
General quality of relations with children: (SC)
Ability to make and maintain contact with children, empathy; ability to relate in imaginative ways; acceptance of and respect for childrens' work, understanding of their need for challenge, reactions to negative behavior (SC)



Relationships are <u>good</u> in all or <u>most</u> aspects	Relationships are <u>adequate</u> but <u>uneven</u>	<u>Poor</u> relations

APPENDIX C

EDUCATIONAL ASSESSMENT SYSTEMS CORPORATION'S ANALYSIS SYSTEM

TEACHER LEARNER PRE-INSTRUCTIONAL FUNCTIONS AREA

1. PRE-ASSESSMENT OF PUPIL SKILL AND TECHNIQUES BY TEACHER-LEARNER CATEGORY
    1. Development and use of pupil profiles-achievement ratings
    2. Individualization of learning strategies according to pupil needs
    3. Diagnosing pupil problems and needs prior to instruction

2. PLANNING INSTRUCTION OBJECTIVES AND STRATEGIES CATEGORY
    1. Lesson design, unit design
    2. Establishing objectives
    3. Establishing evaluative criteria
    4. Establishing requirements
    5. Making and selecting tests
    6. Sequencing instructional activities

3. SETTING UP PROCEDURAL ROUTINES FOR INSTRUCTION CATEGORY
    1. Selecting and organizing procedures, equipment, and facilities
    2. Routine duties
    3. Observation of instruction

4. OCCUPATIONAL RESPONSIBILITIES CATEGORY
    1. Research and projects-development of instructional resources
    2. Scoring tests and grading
    3. Providing resources and services-bulletin boards etc.
    4. Co-operation with colleagues
    5. Fulfills responsibilities
    6. Providing teacher assistance
    7. Using consultant personnel.

TEACHER LEARNER INSTRUCTIONAL FUNCTIONS AREA

5. MAINTENANCE OF A POSITIVE LEARNING ENVIRONMENT CATEGORY
    1. Classroom control-direction and procedure
    2. Disciplining disruptive students
    3. Positive learning approach
    4. Pupil participation in learning activity
    5. Individual work by pupils
    6. Monitoring of pupil interest
    7. Providing pupil assistance

6. CONDUCTING LEARNING EXPERIENCES CATEGORY
    1. Motivation and presentation
    2. Teacher lecture and demonstration techniques
    3. Questioning and answering skills
    4. Instructional materials, visual aides, audio-visual usage skills
    5. Supervising pupil skill practice
    6. Interactive problem solving-critical thinking, discussions
    7. Relational learning experiences
    8. Summary and conclusion, reinforcement and review

7. KNOWLEDGE OF CONTENT AREA AND PROCEDURAL SKILLS USED DURING INSTRUCTION CATEGORY
    1. Accuracy of information
    2. Adequacy in employment of procedural skills
    3. Communication techniques
    4. Utilization and comprehension of principles in content area, understanding basic concepts
    5. Provision of application procedures necessary for pupil problem solving
    6. Understanding or applying educational philosophy

8. ASSESSMENT-FEEDBACK-REMEDIAL HELP CATEGORY
    1. Assessment-pupil product, process, and knowledge for diagnostic purposes after instruction
    2. Individual and group evaluation of pupil work
    3. Feedback and analysis of pupil performance
    4. Remedial help-based on analysis of pupil performance
    5. Re-assessment of pupil learning, evaluative instruments, and lesson planning based on feedback and remedial help

TEACHER LEARNER PROFESSIONAL PROFILE AREA

9. ASSESSMENT OF CONTINUING PROFESSIONAL DEVELOPMENT CATEGORY
    1. Pre-assessment of performance capacities of teacher learner
    2. Self-analysis and self-evaluation by teacher learner
    3. Openness to critical comments by others
    4. Capacity to identify means of improvement
    5. Pupil learning results-achievement and gain
    6. Pupil reaction to teacher learner
    7. Demonstrating ability to progress as teacher learner

10. PROFESSIONAL CHARACTERISTICS AND INTERESTS OF A TEACHER CATEGORY
    1. Role awareness and ethics
    2. Personal and professional characteristics
    3. Affective capacities-enthusiasm, desire, sympathy
    4. Personal involvement in content area activity
    5. Teacher interests-extra-curricular activity and community activity, etc.